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ABSTRACT

The curriculum guide for the basic German second language program in Manitoba elementary and secondary schools is presented. The first part offers the rationale for the broad goals of the program, with a focus on the benefits of cultural and language education for individuals and society alike. This section also contains a discussion of the communicative approach to language teaching, including specific instructional strategies and a brief examination of the role of English in second language teaching. Issues in program administration are considered, and several texts are recommended. The second and third parts of the guide outline the basic German programs for grades 1-6 and 7-12, respectively, including the topics, situations, and functions appropriate to the age group, a scope and sequence of course content cross-referenced to recommended texts, and a separate scope and sequence of language functions and sample structures cross-referenced to texts. An extended discussion of specific classroom strategies for the communicative approach and a 27-item bibliography are appended. (MSE)

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language program

grades 1–12

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PREFACE

This document represents the curriculum guide for the Basic German Language Program, grades 1-12.

Part I of the guide includes the rationale for and the broad goals of the 1-12 German language program with a focus on the importance of cultures and languages for individuals and society. It also includes a discussion on language teaching with an emphasis on the communicative approach.

Parts II and III contain detailed instructional objectives for grades 1-6 and grades 7-12 respectively. These sections also include the topics, situations (experiences), and linguistic functions to be covered, and the proficiency levels students can be expected to achieve. Textbooks recommended by Manitoba Education and Training are listed and suggestions for communicative activities and evaluation methods are included.

Second language education has undergone many changes during the last few decades. The advocacy of a single method of language instruction has given way to a more eclectic approach emphasizing communicative competence. In fact, the claim can be made that communicative competence is the most appropriate indicator of language proficiency. The approach to language teaching suggested in this guide is based on classroom experiences, and on recent research in and theory of second language teaching.

PART I

GENERAL OVERVIEW

RATIONALE

The rationale for teaching German is based on the fact that German is both an international and a heritage language. German is an international language spoken by 110 million people in Central Europe, the homeland of German, and by millions of people around the globe.

In Manitoba, the study of German also serves a heritage function, since 150,000 Manitobans identify themselves as having a German-Canadian background.

The rationale for the basic German language program in Manitoba schools emphasizes the special benefits that individuals derive from acquiring fluency in second languages, and the benefits that society and ethnocultural communities gain when their citizens are able to use German with confidence.

INDIVIDUAL/PERSONAL BENEFITS

Language learning is considered an important part of a well-rounded education, especially in this age of science and technology. Language is considered the major repository of culture, history, and tradition; therefore, given the increase in contact among the peoples of the world, learning other languages and gaining an appreciation for the cultural backgrounds of other peoples are invaluable personal resources. Learning another language provides practical linguistic skills and access to countless new ideas and experiences which broaden the learner's perspective and understanding of the surrounding world.

Individuals who speak German will have many new vocational opportunities both in Canada and around the globe since German is used extensively for business, trade, and communication. Knowing German will also extend future opportunities ranging from access to literature, philosophy, science and technology, art and music, to travel and study experiences in German-speaking countries.

Since the German-Canadian community is the second largest ethnic group in Manitoba, this province offers many opportunities to apply German language skills through work, study, or participation in the many German language and cultural events.

The study of German and other languages helps students to build a strong cultural and linguistic foundation and fosters lifelong positive attitudes towards people who speak other languages.

Learning German will increase students' facility in learning additional languages since students enrolled in language programs show an increased ability to analyze the linguistic aspects of language.

SOCIETAL AND COMMUNITY BENEFITS

German language skills can translate into benefits for Canadians working in business, trade, science, technology, tourism, and the cultural industries. As a trading nation, and as a major partner in international affairs, Canada stands to benefit greatly from a multilingual society. In the interest of internationalism, Canadian society supports the teaching of second languages.

Canadian society also supports the teaching of languages for heritage purposes. The teaching of heritage languages strengthens Canada's ethno-cultural heritage and provides a valuable economic and cultural resource for Canada.

The teaching of heritage languages as part of the regular school program is an important right granted to Manitobans by statute. In this context the cultural communities recognize the important role that schools have in promoting and teaching heritage languages in conjunction with the official languages of Canada.

Language programs promote multilingualism and multiculturalism. For Canadians this means having the opportunity to learn English, French, German, and other languages.

The overall rationale for the teaching of German is congruent with the goals of multilingualism and multiculturalism in Canada and with the broad goals of public education in Manitoba.

GENERAL GOALS OF LANGUAGE TEACHING

The goals of language teaching are consistent with research which has shown that second language study:

- enhances personal identity and strengthens cultural identity;
- fosters a sense of humanity and friendship;
- increases students' ability to adjust to new environments and new modes of acting and thinking;
- opens up new cultural, economic, educational, and professional opportunities;
- prepares students to live and work in cross-cultural environments;
- provides insights into the human mind and language itself;
- develops the skills and habits essential to the learning process;

. helps students understand the ethno-cultural identity of Canada and other countries.

The benefits, therefore, of acquiring additional languages are so great that all students should be encouraged to avail themselves of the opportunity to study languages.

THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

INTRODUCTION

The communicative approach is defined in terms of:

- . topics - the subject/theme which focuses the communication;
- . situations - the context in which language is experienced;
- . functions - the purpose for which language is used;
- . proficiency - the level of competency and appropriateness with which language is used.

Essentially, the communicative approach advocates a shift away from the study of language as a system of rules, towards the study and use of language for purposes of communication.

To understand the present emphasis on communication, it may be helpful to indicate the change of focus from methods to goals. Proponents of the grammar-translation method insisted on the teaching of language through translation exercises. The reading method was based on a presumption that reading was the most valuable of the four language skills. The audio-lingual and audio-visual methods stressed listening and speaking, and focused on mimicry, memorization, and pattern drills. With the introduction of the cognitive method, it was suggested that a conscious intellectual understanding of language as a system would be the best way to reach second language proficiency.

More recently, methodology experts have suggested a need to overcome the narrow, rigid, and unbalanced approaches which have resulted from conceiving of language teaching primarily as a method. Rather than trying to develop yet another "perfect" method, educators now look at what they actually want to achieve by teaching a language, and then consider different ways in which these goals can be reached.

As a result, the communicative approach does not dictate the steps leading to proficiency in another language; rather, it suggests goals and guidelines which can be implemented in a variety of ways, depending on the needs, interests, and abilities of the teacher and students. The communicative approach recommends an "eclectic" composition of learning activities and teaching methods. Recognizing the diversity of learning styles and language needs, advocates of the communicative approach suggest that all of the language skills are important and integral components of language proficiency.

The goal of the communicative approach, namely the development of "communicative competence," is often misunderstood as being "conversational proficiency." It should, however, be understood as the ability to exchange ideas, thoughts, and feelings effectively in both oral and written form.

To reach this goal of communicative competence, the communicative approach focuses on the development and use of functional language skills. Functional language skills are those skills which enable students to "do something" in the second language: to request and process information, state opinions, offer suggestions, and make predictions. Students must know, however, not only what to say, but also how to say it correctly and sometimes when not to say it. These different aspects of functional language skills are the objectives of a communicative language program.

In summary, the communicative approach to language teaching provides a framework of goals and objectives through which communicative competence can be developed. A person who has achieved communicative competence in a language will demonstrate the ability to:

- use the language for specific purposes ("functional" knowledge and skills);
- use the language appropriately in different situations (socio-linguistic competence); and
- use the language correctly (entailing an understanding of grammatical features).

The overall goal of the communicative approach is the development of functional language skills in order to understand, and be understood, in a second language. This goal can be realized through a number of different strategies.

STRATEGIES FOR COMMUNICATIVE LANGUAGE TEACHING

Three strategies frequently cited as examples of the communicative approach are outlined for consideration. Some educators have suggested that by duplicating the "natural" language learning process in the classroom, students will be able to "acquire" language intuitively, at least to a degree, without consciously learning it. Other educators have suggested that by role playing or by associating a physical action with a particular language item (Total Physical Response Theory), students will internalize the meaning and structures of the new language. Still others have suggested that "content-based language instruction," whereby students learn a language while being taught about something else (such as Social Studies, Art), provides another means of developing communicative competence. All of these strategies may be incorporated into lessons in order to help students achieve communicative competence.

The following are examples of strategies for applying a communicative approach to second language instruction in a classroom.

1. Student-Centred Teaching

In all subject areas, educators have witnessed a move towards more holistic, activity-based, and student-oriented teaching. This move recognizes that children learn a great deal from interactions with others, as well as learning intuitively from involvement in concrete experiences. It also takes into consideration the premise that young students learn best when they enjoy their task and when they see its relationship to their needs and to the "real world" outside the classroom.

While the teacher plays an essential part as role model and in guidance, students should be led to feel comfortable taking control of the language situation and making contributions according to their abilities to address communication needs.

This, in turn, means that the course content increasingly reflects the experiences and communication needs of students, as well as their cognitive abilities. Student input on topics is valued and considered an integral part of the lesson. Wherever possible, student experiences and ideas are integrated into the lesson.

Student-centred teaching also means that the students' perception of a particular task is considered. With this approach there is often a noticeable difference between the teacher's goal in assigning a certain task and the students' motivation in completing the task. For example, the student may do a crossword puzzle or write a letter to a pen pal, without realizing that the teacher intended to reinforce vocabulary or provide practice in letter writing.

2. Functional Language Teaching

In order to be functional, the language structures and skills to be learned should reflect how language is used in the "real world" as well as in the classroom. There are different purposes for wanting to speak to someone, and each uses a slightly different tone and structure. Writing is also done for many different reasons: to leave quick messages, to jot down notes, or to write a letter. Similarly, there is a great variety of things to read each day such as labels, comics, street signs, advertisements, and invitations. A communicative language program attempts to represent this diversity of language forms in the day-to-day teaching.

The learner's language needs must also be considered; for example, with whom is the learner most likely to speak? or, what are the topics of conversation most likely to be? or, what does the speaker

want to achieve? Language functions such as asking, clarifying, or suggesting enable the learner to do something in the second language.

Finally, functional language teaching stresses the importance of language experiences and language use in the classroom. Not only should the language be practical and reflect the students' communication needs, but there should also be many opportunities for students to experience language in various situations and then to try out their newly acquired skills.

3. Experience-Based Learning

Activities which allow students to use and experience language directly play an important role in communicative language teaching. Through experiential language activities, such as projects, team-writing, crafts, and experiments, students are exposed to language within the larger context of a theme, topic area, or activity.

These elements not only provide a valuable support system for introducing new words and structures, but they also ensure that the language presented is inherently useful. In the experience-based learning approach, language is seen as being student-centred. New language items and skills are internalized because they are important to the theme or activity.

In language experience activities, students must apply and evaluate their own skills by attempting to complete the task or project. The focus is on the development of strategies and skills to comprehend and express meaning rather than on the structural aspects of the language.

Language experience activities can be used to introduce the vocabulary and functional skills required for a particular task. They can act as the focus of the lesson. They can serve as a review and reinforcement by giving students an opportunity to try out their skills. They can also act as a valuable evaluation tool.

Basing a communicative language program on only one of the above strategies is not sufficient. In order to achieve success, it is important to integrate many strategies that are, in principle, congruent with the communicative approach to language teaching and that create the highest level of motivation in students.

THE ROLE OF GRAMMAR IN COMMUNICATIVE LANGUAGE TEACHING

German consists of a complicated system of linguistic features. Grammar, therefore, plays an important part in the acquisition/learning of German. The degree to which a conscious understanding of parts of

the system is necessary depends on the age of the learners. It is generally not meaningful to talk about language to grade one students. During the early years only the most straightforward and simple signals and aids can be employed to guide students, whereas in the middle years, and even more so in the senior years, the students' increased cognitive abilities make it possible to speed up the learning process with the help of some complementary, increasingly conscious language work. An understanding of the system is not usually acquired through abstract rules and is not an aim in itself; instead, it can be facilitated through visualizing, setting signals and markers, and through examples. There may be cases in which a simple straightforward rule can speed up the understanding and acquisition of a particular feature; however, structural features should be presented in context and in functional language, rather than being studied in isolation and then put in a context.

This view of grammar is consistent with an eclectic approach to language learning, which favours using any means that facilitate the acquisition of communicative competence in the target language.

THE ROLE OF ENGLISH IN COMMUNICATIVE LANGUAGE TEACHING

With the audio-lingual method of language instruction the mother tongue was not supposed to be used at all; everything in the classroom had to be expressed in the target language.

It is understood that German is the main mode of communication in the German classroom. In a learner-centred communicative approach, however, the learners' experiences and needs are taken into consideration. Moreover, the main purpose of the communicative approach is that of conveying meaning, of "making sense." English, therefore, will have to play a certain role, because it is the language in which emotional and intellectual experiences have been acquired and in which the learners can express more complicated thoughts and relationships.

Examples of where English might be used during a teaching unit are:

- at the beginning of a lesson in which the learners' experiences in a particular area are discussed before new material is introduced;
- when continuing discussion of a topic which may be too complicated for the actual level of the students' abilities in the target language;
- when giving necessary explanations about certain features of the target language and making comparisons with the mother tongue.

These are all legitimate uses of English in the second language classroom, which may also enhance the learners' motivation.

The use of English must, however, be consciously restricted to such specific cases and should not exceed a small part within the time frame of the program. With the development of the learners' skills in the target language, less and less English will need to be used for these occasions.

THE BASIC GERMAN LANGUAGE PROGRAM

GENERAL GOAL

The overall goal of teaching German is to provide students with the opportunity to acquire German language proficiency for the purpose of communicating with other German-speaking people in their community or anywhere in the world where they might encounter German.

OBJECTIVES OF THE GERMAN PROGRAM

The immediate practical objectives of the German language program are:

- to provide abundant opportunities for students to understand and use the German language, through active participation in a variety of language experiences;
- to provide opportunities for students to acquire a specific level of proficiency in listening to, speaking, reading, and writing German;
- to provide opportunities to build cognitive awareness of the structures of German for the purposes of developing reading comprehension and skills in editing written work;
- to provide experiences that develop awareness of appropriate language and behaviour, including body language and gestures for different situations;
- to provide opportunities to learn about the German-Canadian community in Manitoba and Canada;
- to give students of German background opportunities to enhance their cultural identity as German-Canadians;
- to give students opportunities to enrich their understanding of the culture of those countries where German is the mother tongue.

The primary focus of the German program will be on listening and speaking with the support of reading and writing at all levels. In order to achieve the immediate objectives of the German program, teachers are advised to help students use German for specific communicative purposes (functions) in a particular form and setting (experience) and on a wide range of themes of interest to students.

OVERVIEW OF THE PROGRAM

The application of the goals and objectives in the day-to-day lessons will reflect the interests, needs, and maturity of students at the various age levels.

In the early years the experiences relate to the child and the immediate world of the child: its wants, possessions, likes, fears, and relationships to others. At this stage, the focus of the language program is on providing experiences that develop language for joining in, for helping oneself, and for directing others.

As the students grow in maturity, they will explore experiences beyond the immediate environment. Growth in cognitive abilities will also allow reading and writing to take on additional importance. At this time, the focus is on providing experiences that develop language for socializing, inquiring, explaining, and self-maintainance. Contact with German culture is integrated into the lessons and activities on a daily basis. It is anticipated that students will read German for enjoyment and write with some confidence.

Students at all age levels should find language learning a challenging and enjoyable experience.

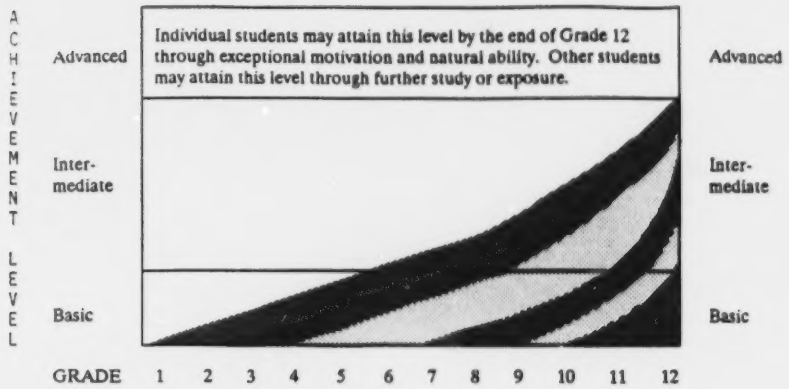
For specific information on topics, situations, language functions, and support material, please consult Part II or Part III of this guide.

PROFICIENCY OBJECTIVES

In order to facilitate student placement, textbook selection, and evaluation of student performance, a basic and an intermediate level of proficiency have been formulated. In this context, proficiency represents the degree of control over language use. The basic level represents the beginner level of control. As students gain more control over German, they will move to the intermediate level. Some students may progress beyond the intermediate level into advanced and even into native speaker levels of competency if they have exceptional motivation and/or an immersion experience in German.

The following graph indicates the level of proficiency that students could reasonably expect to achieve if they entered the program with no knowledge of German.

ANTICIPATED PROFICIENCY LEVELS RELATIVE TO TIME


ACHIEVEMENT LEVEL
Advanced
Inter-
mediate
Basic
Individual students may attain this level by the end of Grade 12 through exceptional motivation and natural ability. Other students may attain this level through further study or exposure.
Advanced
Inter-
mediate
Basic
GRADE 1 2 3 4 5 6 7 8 9 10 11 12

GRADE LEVEL AT ENTRY

The proficiency objectives have been developed with the understanding that language learning is a gradual and continuing process, and that vocabulary and structures introduced at one level will be expanded through additional experiences at higher levels of usage. It is also understood that students beginning their German language instruction in grades 1, 4, 7, 9, or 10 will have different strengths and weaknesses. Generally speaking, students starting in grades 1 or 4 should achieve a basic level of proficiency by the end of grade 6 and an intermediate or higher level upon completion of grade 12. Students starting in grade 7 could also reach the intermediate level after completing grade 12. Students starting German in grades 9 or 10 should progress beyond the basic level of proficiency after completing grade 12. Students with a particular aptitude and motivation for learning languages can be expected to go beyond the stated levels.

Although early exposure itself is not a guarantee for successful language acquisition/learning, research suggests that young learners are very receptive to language and cultural influences. Certainly an early start gives the students more time for language learning and for the development of pronunciation resembling that of a native speaker.

It is important that an interesting, comfortable, and nurturing learning atmosphere be created and that the program objectives, the teaching methods, and the course content reflect the students' communication needs and abilities. Moreover, it is important that students come to the language learning situation with motivation, interest, and a positive attitude toward language learning. For that reason language should be presented in an experiential, "natural" setting.

Students should achieve both receptive and productive command of the most important vocabulary items and functions associated with various topics covered in class, including basic sentence patterns. Students' understanding of the language will always be greater than their ability to express themselves in the language.

A BASIC LEVEL OF PROFICIENCY can be described as follows:

Listening

Students should be able to comprehend simple statements and questions, as well as understand the meaning of longer and somewhat more complicated messages and conversations presented in context. Although students may require some repetition for comprehension, they should generally be able to understand simple conversations between native speakers without too much difficulty.

Speaking

Students should be able to initiate and respond to simple statements or questions, and engage in face-to-face conversations (with some repetitions and circumlocutions) within the scope and level of topics covered in class. They should have developed the skills to interact with their classmates in work and play. Their pronunciation, while not expected to be native-like, should be readily understood by a native speaker.

Reading

Students should be able to understand various forms of simple reading materials. They should be able to understand the essential content of various types of text, e.g., short general public statements, recipes, tickets, directions, songs, poems, and stories. Students should also be able to use visual and other clues to decipher or guess the meaning of unfamiliar vocabulary used in context. They may, however, need to read a longer text several times before understanding it completely.

Writing

Students should be able to express basic personal needs and compose short messages based on personal experiences and familiar topics. They should be able to write simple letters and creative pieces, e.g., a two-line poem. Although errors in grammar and spelling may occur frequently, the writing should be understood by a native speaker.

An INTERMEDIATE LEVEL OF PROFICIENCY can be described as follows:

Listening

Students should be able to comprehend conversations on topics related to everyday experiences or content covered in class lessons. Although there may be gaps in vocabulary, students should be able to sustain comprehension through inferences when the input is experience-related. Moreover, students should have sufficient knowledge of vocabulary and command of grammar to progress rapidly in language acquisition/learning when placed in a German-speaking environment.

Speaking

Students should be able to initiate and engage in an extended conversation on a topic of interest; however, limited vocabulary may make speech laboured and English words may be inserted. Students should be able to use accurate word-order in simple sentences, although gender and case forms may show evidence of invention. Pronunciation should not interfere with the listener's comprehension.

Reading

Students should be able to read, with comprehension, material within a familiar context. Most sound/symbol reading skills should have developed naturally through reading activities. Students should be able to find detail and sequences in experience-related reading passages and read for enjoyment.

Writing

Students should be able to write such items as personal diaries, letters, or short reports on experiences using appropriate vocabulary and commonly used structures. Their writing should be comprehensible to native speakers. Writing, like speaking, may show considerable evidence of invention.

It is anticipated that there will be gradual growth in proficiency as students are increasingly exposed to German through listening and reading activities. An intermediate level of proficiency should provide a sound foundation on which to build higher levels of proficiency.

EVALUATION

Two aspects of evaluation are program and student evaluation.

The evaluation of the German program should begin with a consideration of the rationale, goals, and teaching approach outlined in the curriculum guide. Schools teaching German should determine the extent to which their language programs are in agreement with the stated rationale, goals, and teaching approach. Where differences exist, schools should state their rationale by means of supplementary notes to this guide. The supplementary notes could also include detailed information about the program and specific commitments the school wishes to make to students and parents. It is fundamentally important to the overall evaluation and implementation of a German program that the local situation be taken into account.

To complete the program evaluation, schools should assess the extent to which the teaching strategies of the program are being implemented and the goals are being achieved.

The evaluation of student performance should be planned with reference to specific lessons taught and to the long-term proficiency objectives. The focus of the evaluation should be on whether students can use German for oral and written communication in relation to experiences occurring in lessons or extensions thereof.

The communicative approach employs the same strategies in testing as it uses in teaching, i.e., the testing is student-centred, functional, and experience-based. Appraisals often appear more like activities than tests, because students are expected to respond using a range of skills and the responses are not necessarily predetermined.

ADMINISTRATIVE CONSIDERATIONS

The overall goal of the German program is to help students understand and use German with a high degree of enjoyment. To achieve this goal the teacher and students will need a wide range of support from the whole school and from the community. It is suggested that school administrators as well as teachers have an important role to play in achieving the immediate and long-term goals of second language learning.

The following suggestions are made for the consideration of administrators:

1. Learning a second language becomes more efficient when its use is extended beyond the classroom or textbook. Therefore, it is strongly suggested that everyone be given opportunities for hearing and seeing visual representations of German. Staff and students are encouraged to make German language and culture visible in the school and to make German audible, even if the language is not understood by everyone. Different ways of creating this atmosphere could include German Days, German festivals, posters, signs, office messages, greetings, films, and songs. The positive presence of the target language and its speakers creates motivation and helps the language learning process.

2. The community has an important role to play in extending the experience of German. Ideally, students should have an opportunity to meet in clubs, choirs, and institutions where German is used. The target language needs a cultural association. Community groups and activities that promote German language and culture should be supported. Teachers and community groups should work together to extend the experience of German.

3. The student-centred and activity-based approach to learning German requires considerable talk and movement. Therefore, an interactive classroom is essential at all levels of language learning. Administrators should encourage teachers to create an active classroom environment through role-play activities and other kinds of group work.

4. Since language learning is gradual, cooperative, and sequential, consultation among staff for teaching and for professional development is recommended.

5. Schools should ensure that there are no timetable conflicts for students planning to enrol in German who also wish to learn basic French, or vice versa.

6. As students become more proficient in German, it becomes increasingly desirable to use German as a language of instruction within the basic program. Ways of integrating the acquisition of reading and writing skills in German with English/French language arts could also be explored.

7. Time allotments and funding effective as of September 1990:

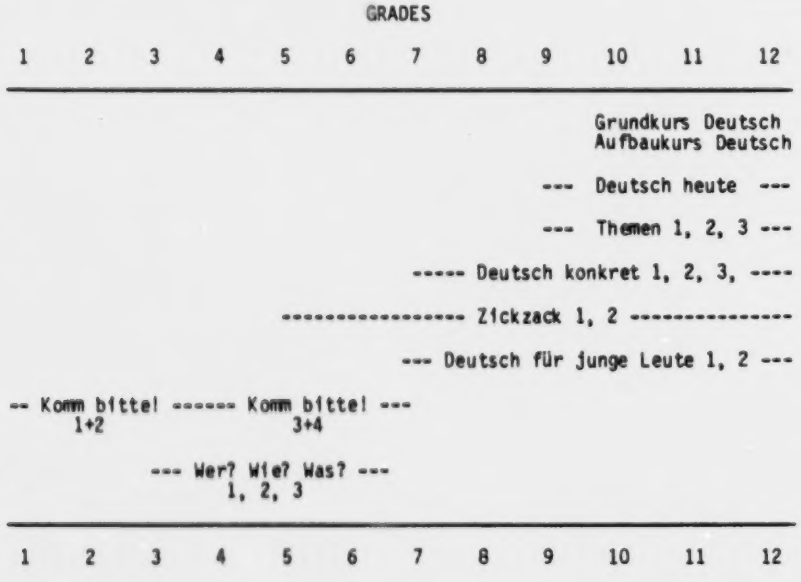
   a. Heritage Language Support is provided in the following categories: Basic - FTE pupils x $100; Bilingual - FTE pupils x $250 (FTE = full time equivalent student).

   b. To receive funding for basic heritage language programs, divisions must teach the heritage language for at least thirty minutes a day, five out of six days.

   c. To receive funding for bilingual heritage language programs, divisions must provide 50 per cent of instruction time in the heritage language.

RECOMMENDED TEXTS

The following texts are recommended for students at the basic and intermediate levels of proficiency.


GRADES
1 2 3 4 5 6 7 8 9 10 11 12
Grundkurs Deutsch
Aufbaukurs Deutsch
--- Deutsch heute ---
--- Themen 1, 2, 3 ---
----- Deutsch konkret 1, 2, 3, ----
---------- Zickzack 1, 2 ----------
--- Deutsch für junge Leute 1, 2 ---
-- Komm bitte! ------ Komm bitte! ---
1+2 3+4
--- Wer? Wie? Was? ---
1, 2, 3
1 2 3 4 5 6 7 8 9 10 11 12

Although in many cases one volume of a particular textbook is meant, by the publisher, to be covered in one year, the situation in Manitoba must allow for great variation. A given volume may be used for more than one year in combination with other material, activities, and reading outside the textbook. Teachers are encouraged to examine the recommended texts and other new texts and confer with German teachers and consultants before selecting a textbook.

Note: Bibliographic information on the recommended texts is provided in the "Bibliography."

PART II

THE BASIC GERMAN LANGUAGE PROGRAM FOR GRADES 1-6

PRACTICAL IMPLICATIONS FOR INSTRUCTION

NEEDS ANALYSIS

The incorporation of communicative goals into a language program will have an impact on both the content of the course and the teaching strategies. In trying to determine the basic content which would be valuable for students in the basic German language program in grades 1-6 the following assumptions were made:

1. Elementary German language students will be speaking German mainly with their teacher and with classmates. Some may also have contact with the German language through their families and the community.

2. The most important topics of communication will centre on the classroom, the home, relationships with others, personal experiences, and basic needs and desires of the learner. Other topics familiar to the learner may also be considered valuable.

3. Students will use language primarily for self-help, for joining in activities, for finding out about things, for expressing ideas and emotions, and for more extensive learning.

4. Even though the major emphasis in a language program is on oral communication, reading and writing should also be integrated into the program. Students will need to communicate orally, yet they will also need to start a reading and writing program.

TOPICS, SITUATIONS, AND FUNCTIONS

The content of a communicative language program consists of three main components: topics, situations, and functions.

Topics

"Topics" provide the general theme and content for communication, i.e., what is being communicated. Sometimes the topic may be involved and complex; at other times the topic may be handled quite simply.

By the end of grade 6, students should be able to function with respect to the following topics. The level at which these topics are presented and discussed will of course depend on the abilities and needs of the learners. Other topics can be added to the following list as deemed necessary and relevant by the teacher.

1. personal identification
2. house and home
3. life at home
4. school
5. free time
6. weather
7. relations with other people
8. health and welfare
9. shopping
10. food and drink
11. community and community places
12. culture

Note: Please refer to the "Scope and Sequence of Topics" section for more details.

Situations

"Situations" refer to the context, setting, or activity in which communication about something is taking place. The "situation" includes the different partners (child-child, child-adult), their roles (child-teacher, child-parent), and their channels of communication (oral or written), as well as their ages, abilities, and language experiences. In the classroom, communicative situations are most often total language experiences in which a combination of topics, functions, and skills are presented.

Functions

"Functions" refer to the purposes of communication. In the classroom, students use language for a variety of different purposes. One of the first things students will need to do is to "help themselves": to ask for what they want, to find their way about the classroom, and to learn the names of people and objects about whom or which they need to communicate. Self-help includes being able to identify and ask for materials and gain attention in the classroom.

Next, students will want to join in activities, and will need to describe their own activities, report on what others are doing, state their own intentions, and direct others to cooperate in different activities.

Students will also want to find out about things. At some point they will need to express their curiosity, make observations, ask questions about a variety of experiences, describe and compare, express causal relationships, predict events, and empathize with other people's feelings. They will also discover the notions governing language use, for example, when to apologize.

Students will become aware of different meanings and uses of language, eventually reaching a point where language can be used spontaneously and creatively.

It is anticipated that students will develop the ability to use German for the following purposes:

1. Socializing

    a. Greeting and meeting people
    b. Introducing
    c. Taking leave
    d. Thanking
    e. Apologizing

2. Self-help

    a. Attracting attention
    b. Asking
    c. Expressing agreement and disagreement
    d. Correcting, denying
    e. Identifying
    f. Stating possession
    g. Reporting, describing, narrating
    h. Expressing pleasure, approval
    i. Expressing displeasure, disapproval

3. Joining in

    a. Expressing capability, incapability
    b. Expressing want, desire
    c. Expressing need
    d. Making a request, seeking permission
    e. Expressing regret
    f. Suggesting a course of action
    g. Inviting
    h. Advising
    i. Requesting assistance

4. Finding out

    a. Expressing preference
    b. Inquiring about approval, disapproval
    c. Inquiring about agreement, disagreement
    d. Inquiring about capability
    e. Inquiring about want, desire
    f. Inquiring about need
    g. Inquiring about obligation
    h. Inquiring about preference
    i. Inquiring about intention

Note: Please refer to "Scope and Sequence of Functions" for further details.

SCOPE AND SEQUENCE OF TOPICS FOR RECOMMENDED TEXTS

Cross-references to the recommended textbooks are made to give teachers an overview of when different topics are to be introduced, as well as to show the types of topics which may need to be addressed through supplementary materials and activities.

Topics	Komm bitte! Book	Wer? Wie? Was? Book and Unit
1. Personal Identification		
1.1 name		1:1,2,12,13
1.2 address		1:1,10,12,13
1.3 telephone number	3	1:6,10,12,13
1.4 place and date of birth		1:7,12,14,13
1.5 age		1:7,12,13
1.6 sex		1:12,13
1.7 origin	3	1:1,12,13
1.8 composition of family		1:2,12,13
1.9 likes and dislikes		1:5,9,11
1.10 character, temperament, and disposition of others		
2. House and Home		
2.1 types of dwellings		1:12
2.2 rooms		
2.3 furniture, bedclothes		
2.4 amenities		
2.5 characteristics and location		1:12
3. Life at Home		
3.1 composition of family		1:8,12
3.2 occupation of parents		1:12
3.3 daily routines	3	1:12
3.4 chores and allowance		
3.5 shared leisure time		1:12
3.6 pets	2	1:8,12
4. School		
4.1 name and location		
4.2 daily routines		
4.3 school-year/months		1:7
4.4 subjects	2	
4.5 recreational activities		1:4
4.6 future career		

Topics	Komm bitte! Book	Wer? Wie? Was? Book and Unit
4.7 classroom objects	1,3	1:3
4.8 days of the week		1:4
4.9 time		1:5
5. Free Time		
5.1 hobbies		1:5
5.2 interests		1:5
5.3 friends		1:5
5.4 toys		1:5
5.5 radio, TV		1:5
5.6 movies, theatre, concerts		1:5
5.7 sports	2	1:5
5.8 family outings		1:5
5.9 holidays		
5.10 travel		1:5
6. Weather		
6.1 climate		
6.2 weather conditions		
7. Relations With Other People		
7.1 friendship, aversion		1:5,12
7.2 invitations		
8. Health and Welfare		
8.1 parts of the body		
8.2 ailments, accidents	2	
8.3 personal comfort		
8.4 hygiene		
8.5 emergency services		
9. Shopping		
9.1 shopping facilities		1:10,13
9.2 foodstuffs		
9.3 clothes and fashion		1:13
9.4 household articles		
9.5 medicine		
9.6 prices and money		1:10
9.7 weights and measures		
10. Food and Drink		
10.1 types of food and drink		

Topics	Komm bitte! Book	Wer? Wie? Was? Book and Unit
11. Community and Community Places		
11.1 buildings and places of interest	3	
11.2 services		
11.3 occupations		
11.4 means of transportation	3	
12. Culture		
12.1 festivals, celebrations		
12.2 holidays		
12.3 traditions		
12.4 songs and music		
12.5 general features of interest		

SCOPE AND SEQUENCE OF FUNCTIONS FOR RECOMMENDED TEXTS

The following list of language functions has been sequenced with special categories (self-help, joining in, finding out, extensive learning) in mind. In this way, the language most immediately needed for classroom interactions can be made available to students. However, these categories represent language continually heard in the classroom and, as such, reflect only a general progression of language functions. By no means must instruction in one category be ended before another is begun.

Besides outlining the general development from using "language for self-help" to employing "language for extensive learning," the list follows a progression from one-word phrases to more complex sentences for each of the functions. This means that the students' language resources are constantly increasing as new functions are added and "old" functions are repeated in a more complex form. The teacher will best be able to judge at which point new or more complex forms of a particular function should be introduced, or at which point students should be expected to produce as well as understand particular functions.

The overview of the scope and sequence of language functions is cross-referenced to show when the different functions are introduced in the approved textbooks. In addition, it serves as an outline of functions which may be covered through the use of other material and activities. Examples of structures used for a particular function are included, but these examples are by no means exhaustive.

Functions and Sample Structures	Komm bitte! Book	Wer? Wie? Was? Book and unit
Greeting people Hallo! Guten Tag/ Morgen/Abend usw.	1,2,3,	1:1
Meeting people Guten Tag. Wie geht es dir/Ihnen? Gut, danke. Und dir/Ihnen? Mir geht es gut, danke.	1,2,3	
Introducing people Heißen + Name. Ex.: Ich heiße Karl. Das/dies ist + Name. Ex.: Das ist Anna!		1:1,12
Taking leave Tschüs. Auf Wiedersehen. Bis bald/ später/morgen/Mittwoch usw.	1,2,3	1:1
Expressing gratitude Danke. Danke schön. Herzlichen Dank. Vielen Dank. Das ist sehr nett.	1,2,3	1:1,3,6,7,8
Apologizing Das tut mir (aber) (sehr) leid. Entschuldigung bitte.	1,2	1:6
Granting forgiveness Das macht nichts. Es geht schon. Schon vergessen.		
Attracting attention Entschuldigen Sie bitte. Entschuldigung bitte.		

N/NP = noun or noun phrase
ADJ = adjective
VP = verb phrase
verbs in CAPITALS

Functions and Sample Structures	Komm bitte ! Book	Wer? Wie? Was? Book and Unit
Asking	1,2,3	1:1,2,3,4,5,6, 7,8,9,10,12,14
Interrogative questions (yes/no questions): Ex.: Ist das mein Schal?		
Declarative sentences with question intonation: Ex.: Sie ist acht Jahre alt?		
Question-word sentences with "wann," "wo," "warum," "was," "wer," "welche/ welches," "wie weit/viel/lange" etc., "wessen."		
Question tags: Ex.: Du hast doch keine Angst, oder?		
Expressing agreement and disagreement	1,2,3	1:2,7,10,14
Agreement: Ja. Doch. Ja, ich glaube auch. Das stimmt.		
Na gut. Natürlich (nicht).		
"Ja" + N/NP. Ex.: Ja, das kann ich.		
Disagreement: Nein. Das stimmt nicht.		
"Nein" + N/NP. Ex.: Nein, ich glaube nicht.		
Correcting, denying something	1,2,3	1:2,6,7,9,14
Short sentences with "nicht": Ex.: Er kann nicht pfeifen.		
Sentences containing the negative words "kein/keine," "niemand," "nichts," "nie(mals)."		

N/NP = noun or noun phrase
ADJ = adjective
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verbs in CAPITALS

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Functions and Sample Structures	Komm bitte! Book	Wer? Wie? Was? Book and Unit
Stating whether one knows/understands or does not know/understand something (or someone) Ich weiß! Das weiß ich! Ich weiß nicht. Ich weiß (nicht) + VP. Ich kenne (nicht) + N/NP.	2	1:3
Identifying Declarative sentences: Ex.: Das Buch ist blau. Demonstrative pronouns: Dies, das, diese + SEIN (+ nicht) + NP. Ex.: Dies ist ein altes Buch. Demonstrative adjectives: Dies, das, diese + N + SEIN (+ nicht) + NP/ADJ. Ex.: Dieses Buch ist nicht sehr interessant. Personal pronouns (subject form) + SEIN (+ nicht) + NP/ADJ. Ex.: Sie ist eine nette Ärztin. Short answers: Ex.: Doch, das war er.	1,2	1:1,2,3,4,5,6,7,8,12,14
Stating possession Genitive case: Ex.: Das ist Renates Buch.	1,2,3,	1:2,3,6
Reporting/describing/narrating Declarative sentences: Ex.: Es war sehr lustig. N/NP + SEIN (+ nicht) + ADJ. Ex.: Sie ist klein und niedlich. Main clause containing verb of saying, thinking, etc. + complement clause. Ex.: Er sagte, daß es schwarz war.	1,2,3	1:1,2,3,4,5,6,7,8,9,10,11,13,14

N/NP = noun or noun phrase
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verbs in CAPITALS

Functions and Sample Structures	Komm bitte! Book	Wer? Wie? Was? Book and Unit
Expressing pleasure, liking, approval	1,2,3	1:2,5,6,7,8,9 10,11,13
Prima! Herrlich! Das ist aber gut! Wie schön! Toll! Spitze!		
Das Kleid ist aber + ADJ!		
Verb + (sehr) gerne. Ex.: Ich schwimme gerne.		
SEIN + ADJ + N. Ex.: Es wird ein tolles Konzert sein!		
MÖGEN + VP/NP/pronoun + (sehr). Ex.: Er mag Pferde.		
LIEBEN + VP/NP/pronoun. Ex.: Er liebt die alten Bilder. (Colloquial)		
GEFALLEN (reflexive) + NP. Ex.: Mir gefällt diese Geschichte (sehr/sehr gut).		
NP/pronoun + GEFALLEN (reflexive). Ex.: Es gefällt mir (gut/sehr gut).		
Congratulating		
Ich gratuliere! Gratuliere! Herzlichen Glückwunsch. Prima! Gut gemacht!		
Expressing displeasure, dislike, disapproval		1:2,5,8,9,10, 11,14
Same as "Expressing pleasure, liking, approval" but with "nicht," "kein/e."		
Expressing indifference		
Das macht nichts. Ich weiß nicht. Mir ist es egal. Wie du willst.		

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verbs in CAPITALS

Functions and Sample Structures	Komm bitte! Book	Wer? Wie? Was? Book and Unit
Expressing capability and incapability	1,2,3	1:2,9,12
KÖNNEN + (nicht) + VP. Ex.: Wir können nicht schwimmen.		
N/NP + KÖNNEN (+ nicht) + VP. Ex.: Die kleine Katze konnte nicht so schnell laufen.		
Expressing want or desire	1,2	1:9,10,11
MÖCHTEN (+ nicht) + VP. Ex.: Sie möchten das Haus sehen.		
N/NP + MÖCHTEN (+ nicht) + VP. Ex.: Die Mädchen möchten reisen.		
WOLLEN (+ nicht) + VP. Ex.: Er will mir das nicht geben.		
N/NP + WOLLEN (+ nicht) + VP. Ex.: Der Hahn wollte aber nicht loslassen.		
DÜRFEN + (bitte) + VP? Ex.: Darf ich das bitte haben?		
KÖNNEN + (bitte) + VP? Ex.: Kann ich das bitte zerschneiden?		
Expressing need		1:8
BRAUCHEN (+ nicht, kein/e) + VP. Ex.: Wir brauchten mehr Zeit dazu.		
Making a request/seeking permission	1,2,3	1:2,3,5,8,9, 10,12,13,14
DÜRFEN + VP? Ex.: Darf ich jetzt lesen?		
KÖNNEN + VP? Ex.: Kann er das mitnehmen?		

N/NP = noun or noun phrase
ADJ = adjective
VP = verb phrase
verbs in CAPITALS

Functions and Sample Structures	Komm bitte! Book	Wer? Wie? Was? Book and Unit
Giving permission to do something	1,2,3	1:11,12
Natürlich. Sicher. Ja, du darfst.		
KÖNNEN/DÜRFEN + VP. Ex.: Du darfst dahin gehen.		
Stating that permission is withheld	2	1:12
Imperative: Mach das nicht! Tu das nicht!		
Nicht + DÜRFEN + VP. Ex.: Du darfst nichts davon essen.		
N/NP + KÖNNEN/DÜRFEN + nicht + VP. Ex.: Sie darf nicht mitgehen.		
Expressing regret, disappointment		
Das ist aber schade. Schade. Ach je.		
Suggesting a course of action	1,2,3	1:6,10,11,12
WOLLEN (+ nicht) + VP? Ex.: Wollen wir zusammen spielen?		
KÖNNEN (+ vielleicht) + VP. Ex.: Wir können vielleicht mit dem Auto spielen.		
"Wie wär's, wenn" + VP? Ex.: Wie wär's, wenn wir das so machen?		
N/NP + KÖNNEN (subjunctive) + VP. Ex.: Er könnte ein Eis essen.		
Requesting others to do something	1,2,3	1:2,6,10,12
Bitte + VP. Ex.: Bitte, gib mir das Buch.		
KÖNNEN + (bitte) + VP. Ex.: Kannst du mir bitte helfen?		

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ADJ = adjective
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verbs in CAPITALS

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Functions and Sample Structures	Komm bitte! Book	Wer? Wie? Was? Book and Unit
Inviting others to do something	1,2,3	1:6,10,11
MÖCHTEN + VP. Ex.: Möchtest du mit mir spielen?		
Advising others to do something	1,2,3,	1:6,8,10,12
SOLLEN + VP. Ex.: Du solltest hier malen.		
N/NP + SOLLEN + VP. Ex.: Martin sollte mir das Buch bringen.		
Warum + Verb + nicht + NP? Ex.: Warum sprichst du nicht mit ihm?		
Expressing whether someone is or is not obliged to do something		
SOLLEN/MÜSSEN + (nicht) + VP. Ex.: Ich muß einen Brief schreiben.		
Instructing others to do something	1,2,3	1:6,10,12
Imperative sentences: Komm her!		
Warning others	1	
Paß auf! Vorsicht!		
Imperative verb + nicht! Ex.: Lies das nicht!		
Requesting assistance	1,2,3	
KÖNNEN + (bitte) + HELFEN? Ex.: Können Sie mir bitte helfen?		
Offering assistance	1,2,3	1:8
KÖNNEN + HELFEN? Ex.: Kann sie dir helfen?		

N/NP = noun or noun phrase
ADJ = adjective
VP = verb phrase
verbs in CAPITALS

Functions and Sample Structures	Komm bitte! Book	Wer? Wie? Was? Book and Unit
Making an offer/invitation	1,2,3	1:2,8,12
Komm, du kannst hier sitzen.		
MÖCHTEN + VP? Ex.: Möchtest du nicht mitkommen?		
KÖNNEN/SOLLEN + VP? Ex.: Soll ich den Tisch decken?		
Short sentences with subjunctive: Ich könnte ihr helfen.		
Accepting an offer	1,2	1:2,12
Danke. Ja, bitte. Gerne. Gut.		
Ich komme gerne.		
Declining an offer	1,2	1:12
Nein. Nein, danke.		
Leider kann ich nicht. Es tut mir leid, aber ich kann nicht kommen.		
Expressing preference		1:5,9
N/NP + (nicht) + LIEBER HABEN. Ex.: Ich habe Cola lieber.		
Verb + "lieber" + VP. Ex.: Ich fahre lieber Fahrrad.		
MÖGEN + "lieber" + NP/VP. Ex.: Er mag lieber Milch trinken.		
Verb + "nicht (so) gern" + VP. Ex.: Ich gehe nicht so gern zum Zahnarzt.		
WERDEN (subjunctive case) + lieber + (nicht) + VP. Ex.: Sie würden lieber hier bleiben.		

N/NP = noun or noun phrase
ADJ = adjective
VP = verb phrase
verbs in CAPITALS

Functions and Sample Structures	Komm bitte! Book	Wer? Wie? Was? Book and Unit
Inquiring about approval or disapproval		1:12,13
Was meinst du? Meinst du auch? Ist das gut so? Geht das so? Ist das richtig so?		
Inquiring about pleasure, liking, displeasure, dislike		
GEFALLEN (+ nicht) + NP? Ex.: Gefällt Ihnen das Kleid?		
Verb + (nicht) + gerne? Ex.: Singst du nicht gerne?		
MÖGEN + (nicht) + VP/NP? Ex.: Mag er nicht essen?		
Inquiring about agreement or disagreement	3	
Short questions: Ex.: Meinst du nicht?		
Short questions with subordinate clause: Denkst du, daß er es war?		
Inquiring about capability or incapability	1,2,3	1:2,3,9,12
KÖNNEN + (NP) + (nicht) + VP? Ex.: Können sie nicht gehen?		
Inquiring about want or desire	1,2	1:12
MÖCHTEN + VP? Ex.: Möchtest du etwas trinken?		
WOLLEN + VP? Ex.: Wollt ihr dahin gehen?		
Inquiring about need		
BRAUCHEN + VP? Ex.: Braucht er den Stift?		

N/NP = noun or noun phrase
ADJ = adjective
VP = verb phrase
verbs in CAPITALS

Functions and Sample Structures	Komm bitte! Book	Wer? Wie? Was? Book and Unit
Inquiring whether someone is obliged to do something		
MÜSSEN + (nicht) + VP? Ex.: Muß ich nicht abwaschen?		
Inquiring about preference		1:9
BESSER GEFALLEN + N + "oder" + N? Ex.: Gefällt ihm das Lotto oder das Schachspiel besser?		
LIEBER HABEN + N + "oder" + N? Ex.: Hast du lieber Eis oder Pudding?		
Verb + (nicht) + "lieber"? Ex.: Singst du nicht lieber?		
Welche/s/n (+ NP) + LIEBER HABEN? Ex.: Welches Auto hast du lieber?		
Welche/s/r (+ NP) + (besser) GEFALLEN? Ex.: Welcher Spieler gefällt dir besser?		
WERDEN (subjunctive) + nicht + "lieber" + VP? Ex.: Würdest du nicht lieber ins Kino gehen?		
Inquiring whether someone knows or understands something (or someone)	2	1:3
WISSEN + subordinate clause? Ex.: Weißt du nicht, daß er morgen kommt?		
KENNEN (+ nicht) + NP/pronoun? Ex.: Kennst du ihn nicht?		
Inquiring whether someone remembers or has forgotten something or someone		
Weißt du noch?		

N/NP = noun or noun phrase
ADJ = adjective
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verbs in CAPITALS

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Functions and Sample Structures	Komm bitte! Book	Wer? Wie? Was? Book and Unit

SICH ERINNERN AN + NP/pronoun? Ex.: Erinnert er sich an das Auto?

HABEN + NP/pronoun + vergessen? Ex.: Hast du das Messer vergessen?

HABEN + an + NP + gedacht? Ex.: Hast du an das Buch gedacht?

HABEN + VERGESSEN + VP? Ex.: Hat sie vergessen ihre Karte zu kaufen?

Expressing fear or worry

ANGST HABEN. FÜRCHTEN (reflexive). Ex.: Ich habe Angst! Ich fürchte mich!

ANGST HABEN + NP/subordinate clause. Ex.: Ich habe Angst vor Bären.

Inquiring about fear or worry

ANGST HABEN? Ex.: Hatten sie Angst?

FÜRCHTEN (reflexive)? SORGEN (reflexive)? Ex.: Sorgten sie sich?

Expressing hope

Hoffentlich + VP. Ex.: Hoffentlich ist er da.

HOFFEN + subordinate clause. Ex.: Ich hoffe, daß es gut geht.

Expressing intention

WERDEN + VP. Ex.: Ich werde hingehen.

Inquiring about intention

Werden + VP? Ex.: Werdet ihr den Kuchen backen?

N/NP = noun or noun phrase
ADJ = adjective
VP = verb phrase
verbs in CAPITALS

PART III

THE BASIC GERMAN LANGUAGE PROGRAM FOR GRADES 7-12

PRACTICAL IMPLICATIONS FOR INSTRUCTION

NEEDS ANALYSIS

Upon entering the basic German language program at the designated entry points in grades 7, 9, or 10, some students may be absolute beginners in their study of German, whereas others may have had from three to ten years of instruction. In some cases students from the English-German bilingual program may continue their language studies in the basic program. Some students may come from homes where High or Low German is spoken, while others may be totally unfamiliar with the language. Even those students with a German background may be quite weak in their experience or knowledge of German language or culture. The variation of linguistic background and ability at this stage is enormous. Schools and teachers face the considerable problem of having to cater to these students within one classroom, since in most cases there are not enough students to warrant parallel classes with different levels of instruction. The necessity to provide meaningful programs for the beginners and, at the same time, offer stimulating programs for those with some proficiency in German presents the teacher with a formidable challenge.

One way of coping with this diversity would be to use student-centred instruction, which draws on the experiences, interests, and needs of students. This approach provides the basis for the kind of motivation necessary to sustain viable programs. That does not mean that the teacher has to respond to every whim of the students, but rather that the interests, ideas, and reactions of students are taken into consideration, serving as starting points or as other input. Tapping and extending the students' experiences in their own environment is essential for keeping the subject of German in context and preventing it from being perceived as irrelevant.

While most of the topics dealt with in the early years, such as "house and home" and "personal identification," still play a very important role in the middle and senior years, especially for students who are just entering the program, there is now enough background to go beyond the students' immediate environment. There is also a greater awareness of similarities and differences, both cultural and linguistic. This means that instruction should focus increasingly on the international aspects of the German language and culture. Correspondingly, learning about life and culture in the German-speaking countries (Landeskunde) will take on a prominent role. On the other hand, contributions of German-Canadians also have their place in the curriculum at this stage. German textbooks produced in Germany only present cultural facts and topics about Germany from their specific viewpoints. Teachers in Manitoba are encouraged to supplement the texts with material, for example, about groups in Manitoba and Canada with a German background.

Students at the grade 7-12 level can be challenged increasingly with cognitive aspects of language learning. As mentioned in Part I, the students' awakening abilities to analyze language more formally can be used effectively to complement the elements of communicative language teaching. Learners of another language, who want to express themselves spontaneously in a certain situation, do not consciously access a grammatically correct form from a computer-like memory; instead, they try to remember expressions that they have learned and used before in a similar situation. Formal grammar exercises and drills, taken out of context, with the emphasis on the production of certain grammatical features and without focusing on content, are, therefore, not advocated. On the contrary, it is the organic integration of grammatical concepts into the overall communicative approach that is considered most important. In practice, this can mean taking an inductive approach, in which recurring structural features of certain functions, for example, are practiced with the initial focus on content and communication, the grammar being "hidden" from the student at this point. Only afterwards are these grammatical features identified and learned more consciously through a closer examination and review, thereby strengthening the learners' confidence. The direct examination of these grammatical features should also be done in context and not in isolation.

In the same fashion, grammatical exercises that are presented in textbooks should be contextual and meaningful. Some textbooks have achieved this to a large extent.

Contextualization and focus on content alone are, however, not enough to make exercises in the classroom useful tools for teaching another language. There also has to be a carefully graded progression from guided to completely free utterances. Four stages in this progression are definable:*

1. The Development of Understanding

   The development of understanding occurs through activities such as answering questions on a text, identifying right or wrong responses, selecting a correct answer from a number of suggested ones, or connecting certain utterances.

2. Laying the Foundation for Communication

   At this stage linguistic functions and their realization and active use are practiced. This is the stage for guided exercises in grammar and syntax. These exercises are still reproductive and not creative in themselves, but they prepare for a creative use of the language. Fill-in-the-blank exercises and games to activate vocabulary and structures (e.g., card games) belong in this

*Stages as categorized by G. Neuner, et al. in Übungstypologie zum kommunikativen Deutschunterricht (Berlin: Langenscheidt, 1981).

category. Most textbooks today contain a wide variety of such exercises. It is, however, most important to move beyond this stage.

3. Development of Communication

There is no clear borderline between the previous category and this one. This category is mainly characterized by a decrease in guidance and an increase in productive use of linguistic features and content information. Certain techniques of working with language such as scanning a text for information, taking notes, and using the dictionary could be practiced here. The types of exercises that could be included in this category are producing a text from notes or visual stimuli, writing notes for an anticipated utterance, and giving guided utterances of other kinds such as those based on the information-gap principle.*

4. Free Expression of Opinions and Their Application in Simulated Situations

At this stage the learners should be able to apply their social knowledge and language skills freely and creatively. Tasks are given from a content point of view, and any language aids such as models of possible structures and functions are given purely to facilitate utterances, not for the sake of practice.

The employment of exercises of these four types depends entirely on the difficulty of the language material and the learners' needs. Although these four stages represent a logical progression, not all stages need to be included with every concept, nor does a given amount of time have to be devoted to each stage.

It is also important to realize that these stages should not be seen as a lesson planning model; instead, they simply represent possible steps that can be followed when working with another language, and constitute a gradual development of strategies over a number of weeks. Accordingly, for a few lessons teachers may concentrate on exercises from stage 1, then move to 2, keeping in mind the need to integrate the exercises into other activities.

Although one of the recommended textbooks should be the basis for a gradual progression in the acquisition of language skills, there ought to be room for supplementary reading at regular intervals, both in and outside the classroom. Teachers should not hesitate to digress from the

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*See p. 50 of "Appendix."

textbook and devote regular periods to other texts (Lektüre) such as short stories, a short novel, or even a text to be performed as a skit. Student groups can also work on projects together. Easy readers with graded vocabulary of various levels can be used successfully to give students the confidence to read in the target language without the constant help of the teacher, or reliance on a textbook or dictionary. Short periods of silent reading can also be useful and valuable in second language learning.

TOPICS, SITUATIONS, AND FUNCTIONS

In keeping with the eclectic communicative approach to language teaching, most modern textbooks follow a certain progression from simple to complex topics, situations, and functions.

This guide contains no listing of grammatical features because they are generally included in the textbooks or teachers' guides. Modern textbooks, moreover, begin with situations and the corresponding topics and functions in order to present authentic language. Grammar is not the primary focus in the organization of the textbooks. For this reason, grammatical features are not necessarily dealt with systematically but rather as needed. These grammatical features are, however, reviewed, summarized, and put in context at regular intervals.

The three main components of the German program are the topics, the situations or experiences in which language is used, and the functions.

Topics

The topics provide the content around which to build language and generate communication. For the most part, the topics will arise from textual material or other material brought to class by the teacher or students. The topics and the level of discussion should be comprehensible and challenging, reflecting both the maturity of the students and their language needs.

For students who are entering German programs for the first time and who have little or no knowledge of German, the following topics have been suggested:

1. personal identification
2. house and home
3. life at home, school, and community
4. leisure time activities
5. relations with friends, family, teachers, and others in the community
6. personal interests, wants, wishes, needs, and health
7. community places and events

In all these topics the students' own experiences can be a theme or a starting-point for discussion. The integration of the students' personal experiences is important since most textbooks (at these levels) provide information about the students' contemporaries overseas, essential for the integration of "Landeskunde." The above topics are still relevant for students who have progressed beyond the basic level of proficiency; however, the way and the extent to which the topics are explored need to reflect their level of proficiency and maturity. In order for students to advance to higher levels of proficiency the material presented should include some vocabulary and structures that are beyond the students' immediate understanding. In addition, the following topics could be included for the intermediate level students:

1. work, personal future
2. politics
3. social issues
4. literature
5. religious issues

These topics are also included in most textbooks designed for the intermediate level student, taking the communicative approach.

Note: For further details refer to "Scope and Sequence of Topics for Recommended Texts."

Situations

The situations in which the topics and functions are experienced need to reflect student interest and, as much as possible, result in authentic communication. It is important to allow the situation to influence the language used. The more natural, spontaneous, and inventive the language, the greater the acquisition of language.

In language lessons, where listening, speaking, reading, and writing activities are integrated, learning should arise as a matter of need whenever students engage in language experience activities.

Functions

Language is used for specific purposes, e.g., to make predictions, to deny, to praise, or to reward. Beginners use language mainly to meet basic needs and wants. This includes using language for socializing, joining in, providing and obtaining information, directing others, and expressing personal feelings.

Students at the intermediate level will continue to develop their ability to perform these functions but they will now explore a more satisfying use of language to perform these tasks.

SCOPE AND SEQUENCE OF TOPICS FOR RECOMMENDED TEXTS

Cross-references to specific chapters of the approved textbooks are made to give teachers an overview of when different topics are introduced, as well as to show the types of topics which may need to be addressed through supplementary materials and activities. This is not an exhaustive listing.

Topics	Deutsch konkret I	Deutsch konkret II	Themen I	Themen II
1. Personal Identification				
a) name	1, 2, 3, 4, 6		1	
b) address	1		2, 3	
c) telephone number	9		1	
d) place and date of birth			2	
e) age	1, 2, 3, 4, 6, 10	1	2	
f) sex	3, 5, 6, 7		2	
g) origin	1, 2, 3, 6, 8	1	1, 2	
h) composition of family	2	1		1, 5, 9
i) likes and dislikes	4, 5, 10	1	3, 4, 7, 9	2, 3, 5
j) character, temperament, and disposition of others		8		1, 5, 6
k) numbers	1		1, 4	
2. House and Home				
a) types of dwellings		1	3, 6	
b) rooms			3	
c) furniture, bedclothes		5	3	
d) amenities			3, 5, 6	
e) characteristics and location			3, 6	
3. Life at Home				
a) composition of family	2, 10	1, 6		1, 5, 9
b) occupation (of parents, own, etc.)	2, 10	1	2, 5	5
c) daily routines	4, 7, 9		5	3
d) chores and allowance	9	5		
e) shared leisure time	2, 3, 6		5	5
f) pets	6	4		
4. School				
a) name and location	1, 4	6		2
b) daily routines	4, 5, 9, 10	10		
c) school year/months	4, 5, 10			
d) subjects	4, 5, 6, 7	1, 3, 6		
e) recreational activities	3, 4, 7	1, 3	5	7
f) future career				2
g) classroom objects	3, 4	3	7	
h) days of the week	4, 5, 7	2, 3, 6	5, 10	
i) time	4, 7	3, 6	5, 6	
j) relationship with teachers	10	6		
k) holidays			7	

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Topics	Deutsch konkret I	Deutsch konkret II	Themen I	Themen II
5. Free Time				
a) hobbies	6, 7, 10	3		10
b) interests	3, 6, 7	3		9, 10
c) friends	1, 5, 6, 7, 8	3, 8		
d) toys				
e) radio, TV	6	8, 10		3
f) movies, theatre, concerts, discos	7	3, 10	5	3
g) sports	6, 7	3	9	3
h) family outings	2			
i) holidays	2, 3, 5, 8, 10	7		
j) travel	2, 3, 5, 8, 10	6	6	4, 6, 7
6. Weather, Seasons				
a) climate				6
b) weather conditions		10		6
c) seasons	10	10		6
7. Relations with Other People				
a) friendship, aversion	1, 4, 5, 6, 9			5
b) invitations	5, 7		5, 7	
c) young people's concerns; relationship with parents, employers; restrictions (legal)	4, 9, 10	2, 8		1, 3, 5
8. Health and Welfare				
a) parts of the body; physical features	6, 7, 10		9	1
b) ailments, accidents		7	9	
c) personal comfort			9	
d) hygiene				
e) emergency services	10			
9. Shopping				
a) shopping facilities				
b) foods		1	4	
c) clothes and fashion		1, 6		1
d) household articles		5		6
e) medicine			7, 9	
f) prices and money	2	6, 10	4, 6, 7	
g) weights and measures			4	
10. Food and Drink				
a) types of food and drink		1	4	
b) meals			4	
c) restaurants			4	

Topics	Deutsch konkret I	Deutsch konkret II	Themen I	Themen II
11. Community and Community Places				
a) city - village life	8			
b) buildings and places of interest	8	3, 10	5, 6, 8	
c) services				
d) occupations			2, 5	
e) means of transportation, traffic	8, 9, 10	7, 10	6, 8	
12. Culture, "Landeskunde"				
a) festivals, celebrations			7	9
b) holidays		7	7	
c) traditions				
d) songs and music	2, 3, 5	4, 7	3	
e) general features of interest		7, 8, 9	6	6, 7, 8, 10
f) geographical information about German-speaking countries	1, 2, 3, 5, 8, 10	10	2, 6, 8	6, 8
g) political information	1, 3	9, 10	8, 10	3, 7, 8

SCOPE AND SEQUENCE OF FUNCTIONS FOR RECOMMENDED TEXTS

Only the most important functions are listed as they are introduced in the cited chapters of the recommended texts. It is understood that these functions recur frequently in later chapters and volumes of a given textbook series.

Functions and Sample Structures	Deutsch konkret I	Deutsch konkret II	Themen I	Themen II
Greeting people	1, 2, 5		1, 2	
Guten Tag/Hallo.				
Introducing people	1, 3, 5		1, 2	
Mein Lehrer heißt .... Das ist				
Numbers	1		1	
Wieviel ist drei plus acht ...?				
Thanking somebody	2, 3		4, 7	
Danke. Vielen Dank.				
Asking for name and origin	1, 2, 3, 8		1, 2	
Wie heißt ...? Woher kommst/ kommt ...?				
Asking about somebody's well-being	2		1, 2	
Wie geht's?				
Asking for prices, stating prices	2			
Was kostet ...?				
Taking leave	8		1	
Tschüs.				
Making dates	5, 7		5, 8	4
Wann ...? Das geht (nicht). Einverstanden.				
Stating whether one understands/ does not understand	3, 4		1	
Wie bitte? Das verstehe ich nicht. Ich verstehe.				

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Functions and Sample Structures	Deutsch konkret I	Deutsch konkret II	Themen I	Themen II
Spelling	3		1	
Alphabet.				
Giving descriptions of places	3		6	4, 6
Das liegt bei .... Das ist in				
Stating likes and dislikes	4, 6	1, 6	3, 4, 7, 9	2, 3, 5
Das macht Spaß. Das ist Spitze/ blöd.				
Stating interest	4, 6		3	10
Ich interessiere mich für .... Mein Lieblingsfach ist				
Naming school subjects	4, 6	1		
Biologie, usw.				
Describing people, animals	6	1, 4	3	1, 5, 7
Seine Augen sind braun. Ihre Haare sind blond. Der Hund hat ein braunes Fell.				
Naming different kinds of sport	6			
Ich mag Tischtennis.				
Describing objects	6	4	3, 4	1, 4
Die Rakete ist blau.				
Suggesting something	5, 7	4	7, 9	
Kommst du mit? Gehen wir ...? Kommst du am Sonntag?				
Naming parts of the body	7	1, 2	9	1
Seine Haare sind rot, seine Augen grün				

Functions and Sample Structures	Deutsch konkret I	Deutsch konkret II	Themen I	Themen II
Telling and asking for the time Wie spät ist es?	7		5	
Asking for and telling time, duration, frequency Wie lange ...? Wie oft ...?	7		3	2, 9
Requesting information about origin, destination, duration of a trip Woher kommst du? Wohin willst du? Wie lange dauert ...!	8		6	
Asking for, giving directions Hier gerade aus, dann links	8		8	
Requesting something Klaus, kann ich mal ... haben?	9		6	
Fulfilling somebody's wishes, declining Tut mir leid, geht nicht. Ist gut. Natürlich.	9		3, 5	
Expressing permission, withholding permission Das geht nicht. Hier darf man halten/nicht halten.	9		9	
Making positive, negative statements about something Jeans sind einfach praktisch. ... sieht nicht gut aus. ... zieht am liebsten ... an.		1, 2	4, 7	1, 2, 4, 7, 9
Talking about food, recipes Etwas Schinken anbraten. Erst umrühren. Curry-Ketchup. Schmeckt gut/nicht gut.		1	4	

Functions and Sample Structures	Deutsch konkret I	Deutsch konkret II	Themen I	Themen II
Agreeing, rejecting Ich mache mit. Ist gut. Ich weiß nicht. Tut mir leid.		2	5, 9	1, 3, 4, 9
Reporting on sequence of events Wir haben ..., und dann	10	2, 3	3, 5, 7, 9	2, 4
Talking about experiences Letzten Samstag bin ich mit ... nach ... gefahren.		3, 9	9	2, 5
Asking about events and sequences in the past Hast du ... getroffen? Und dann?		3, 9	9, 10	2
Expressing hopes, supposing Vielleicht/Hoffentlich kommt er nach Hause.		4		
Describing causes, relationships Der Hund ist ein Problem, der bellt nachts immer. Gut, daß er weg ist. Sie ist aufgeregt. Ihr Hund ist weg.		4		2, 5
Expressing conditions and consequences Wenn jemand ..., bringt er/sie .... Wenn er Hunger hat, dann		4		2, 3
Comparing situations/persons Mir gefällt ... besser. Das ist interessanter (als)		6, 7	3, 6	2, 4, 6
Expressing to whom something belongs/where something is Der Pullover gehört meiner Schwester. ... bei der Kirche. ... zur Schule.	2, 5	6	9	

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Functions and Sample Structures	Deutsch konkret I	Deutsch konkret II	Themen I	Themen II
Talking hypothetically Wenn ich ... wäre, würde/könnte/müßte		7	3, 9	
Asking for, and stating, reasons and consequences Warum ...? Er ist böse, weil ...., damit ich dich besser sehen kann. ..., so daß er sich in einen Frosch verwandelte.		8	4, 6, 7	2, 7
Reprimanding/apologizing Warum hast du nicht angerufen? Entschuldige, aber .... Tut mir leid, aber		8	3, 4, 5, 10	5
Giving orders/giving alternatives Ich möchte lieber .... Wollen wir nicht ...? Du gehst jetzt sofort ins Bett!		8	4	5
Giving and reacting to a compliment Sie sprechen aber gut Deutsch! Na ja, es geht.			2	
Ordering food in a restaurant Ich möchte gern .... Ich nehme .... Einen Kaffee, bitte.			4	
Inviting somebody Hast du Lust ...? Kommen Sie mit ...?			5, 7	
Giving advice, asking for advice Können Sie etwas empfehlen?			6, 7	6
Giving train times Der Zug nach ... fährt am			6	

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Functions and Sample Structures	Deutsch konkret I	Deutsch konkret II	Themen I	Themen II
Stating uncertainty		2	7	1
Meinst du? Ich weiß nicht.				
Persuading somebody			9	
Willst du nicht ...? Komm, spiel doch mit!				
Complaining about something			4	3, 4
Herr Ober, das Fleisch ist kalt!				

APPENDIX

COMMUNICATIVE TEACHING STRATEGIES

There are innumerable books and resources about communicative teaching strategies. Reflecting the philosophy of the communicative approach, these books contain a great variety of suggestions for interesting, new exercises and activities. Teaching ideas can be found not only in the "German language teaching" section, however; English as a Second Language, French as a Second Language, English Language Arts, or even Social Studies activities may be useful.

Language teaching resources can be found in the Manitoba Department of Education and Training library, in the University of Manitoba, Faculty of Education library, as well as in teacher resource centres in school divisions. Both the Goethe Institute (Toronto) and Inter Nationes (Bonn, West Germany) can be very helpful in providing communicative teaching materials. The Chambers of Commerce and the local tourist bureaus of cities and towns in Germany, Austria, or Switzerland have also been known to provide visual support materials. In addition, friends and relatives in Europe can be requested to send German menus, subway maps, telephone directories, or promotional flyers. Even samples of German language produced in Manitoba, such as a theatre program, a food label, or an advertisement from a newspaper, can be turned into communicative teaching materials with just a dash of fun!

Outlined below are some of the more important communicative teaching concepts and ideas for activities.

CREATING A COMFORTABLE AND INTERESTING ATMOSPHERE

As in any subject area, children in a second language program should be able to learn in an encouraging and inspiring environment where they can feel at ease and where they can respond to challenges in a positive way. This affective motivation may be one of the most important factors in language learning.

Teachers play a central role in creating a relaxed atmosphere in the classroom by the way they interact with the students and how and when they hand out praise, i.e., with facial expressions, body movements, and voice tone.

The visual impact of the classroom also tells the students a lot about the course. Colourful posters and decorations add warmth and interest to a classroom environment. Designating an area of the classroom for language experience activities can indicate to students that they should feel free to experiment with language. Decorating a corner according to a particular theme can show how language and content are inter-related.

Exhibiting objects such as pages from German magazines and food products with German labels can show students how German is used outside the classroom.

CORRECTING MISTAKES

Mistakes are a part of the learning process. Particularly in the German language, students are very quickly confronted with the many structural variations of a single word. Students will require sufficient time and exposure to the language to sort out and acquire these different forms.

Because it often takes a lot of courage to produce something in a new language, it is recommended that a verbal mistake be corrected by modelling the correct form or word in a response rather than stopping the student's conversation or asking for a repetition of only the corrected form. In this way the student registers the new form but does not feel singled out.

Mistakes in written work might be treated a little more formally. The writing process approach suggests that mistakes be treated more like temporary "incorrectness" than as "flaws." By writing drafts, discussing these with classmates, editing with the help of the teacher and a dictionary, and then rewriting, mistakes can be corrected in a constructive way and become part of the learning process.

ASKING THE STUDENTS QUESTIONS: THE "INFORMATION GAP"

Why answer a question when everyone already knows the answer? It is the notion of an "information gap" which makes a particular question or task interesting and relevant. Essentially, it means that the person asking a particular question or setting a particular task does not necessarily have quite enough information to know exactly what the response is going to be. Consider how quickly one loses interest in a conversation when one knows exactly what is going to be said.

In a classroom, for example, rather than asking a question for which the answer is self-evident (e.g., asking, "What am I holding up?" while holding up a pen), the teacher should plan for a "gap" where the exact response is known only to the person doing the responding (e.g., asking a student, "What have you got in your pencil case?"). In both cases, "classroom objects" are the topic, but in the second case the situation allows for real communication, for making a unique and therefore valuable contribution.

This concept of allowing for a variety of student responses also applies to worksheets and activities. Open-ended questions, questions with more than one correct answer, activities focusing on the student's ideas or

opinions, and creative writing are only a few examples of "info-gap" tasks.

WORKING WITH AUTHENTIC LANGUAGE

In order to provide students with language skills that will actually be useful in communication, the communicative approach suggests that wherever possible and appropriate, classroom language should reflect natural speech, making use of language generated from language experience activities and integrating language samples from "real" sources such as children's stories, music, children's magazines, letters, posters, menus, or colourful advertisements. Not only will this present modern, everyday language as it is actually used, but it will also show students that German is useful outside the classroom.

TEACHING GRAMMAR

Although the communicative approach views language mainly as a means of communication, it recognizes that an understanding of grammar is important to the development of general language skills. Therefore, the notion of grammar cannot be ignored, especially when learning German. Some of the most useful and necessary functions of language, such as stating possession ("ich habe...") or expressing need ("ich brauche ..."), contain structural changes which the students must learn to distinguish and apply.

Contrary to traditional methods, however, communicative teaching presents grammar first in its context and provides conscious explanations only if necessary, i.e., if the students repeatedly make the same error. In this way, students will internalize the structure based on its meaning and function, gradually eliminating the need for outright explanations.

While an explanation may at times be the simplest and most efficient way of clarifying why a sentence or word changes the way it does, an effort must also be made to let the language "speak for itself." If necessary, the teacher may also refer students to the grammatical summary which presents the structures as "building blocks" to be combined in many different ways.

TEACHING CULTURE

Language and culture go hand in hand. A nation's culture is reflected in its art, music, technology, and literature. Most immediately, one thinks of culture as being costumes, traditions, foods, music, and festivals. However, culture also includes the less romantic and more practical details of the different ways in which people interact in another language, use para-linguistic features such as gestures, and

express respect and formality. It includes an understanding of how contemporaries in another country live day to day.

LEARNING VOCABULARY

Learning vocabulary is an important part of expanding one's linguistic repertoire. However, vocabulary is only valuable if the student knows how to use it. For this reason, it is recommended that new vocabulary always be presented in context. This can be accomplished through activities such as the following:

- Students can compile their own learner's dictionaries (i.e., with key words and explanations in the second language), incorporating sentences which they themselves have written.

- Nouns in short phrases (colour-coded for gender) can be displayed around the classroom, preferably with some sort of visual support to explain the word.

- Compound words or longer sentences can be written onto cardboard and cut apart in puzzle-fashion so that certain pieces will match only with certain others.

- Brainstorming is an effective way of summarizing the collective knowledge of the class on a particular topic and bringing everyone to a similar level before new material is presented. The "Wortigel" (word hedgehog) is one way of collecting words on the board. This involves writing one key word on the board and asking students to come up with associated words or phrases. The lines drawn from the main topic to the many different words which are listed make the central word look like a hedgehog.

- Students can also acquire vocabulary through participation in games, such as "Ich sehe etwas, was du nicht siehst und es ist rot" ("I spy...").

LISTENING

In real communication, listening is a very complex task of sorting out incoming information, identifying surface meaning, or identifying hidden meaning. Listening is done for the purpose of finding out new things. Rarely do people repeat what they have just heard; more often, they extract the important or interesting information from what they have heard and apply it to the current situation.

In conversations, people listen to others so that they can respond appropriately, whereas they listen to speeches to gain information.

People also listen to speech on the television (with visual support), on the radio (without visual support), in telephone conversations, or in announcements. These various situations in which listening takes place should be considered while planning listening activities.

PRE-LISTENING ACTIVITIES

. Students are asked to identify a number of common recorded sounds (e.g., doorbells, cars, animals, etc).

. "Simon says" is a good warm-up activity to focus students' listening skills. At the same time, many other language skills can be practiced: naming body parts, giving commands, saying "please," etc.

. One student (or the teacher, to initiate the activity) plays the role of a mad scientist who has transformed a group of students into zombies who do exactly what they are told to do for six commands in a row (e.g., Go to the door! Pick up the book! Give me the pencil! etc.).

. Echo-exercises focus on listening while at the same time requiring students to repeat a particular phrase or difficult structure in the context of a game. The teacher selects a phrase and repeats it using many different tones: questioning, demanding, angry, sad, loud, quiet, etc. By getting quieter and quieter at the end, students calm down again after having had a chance to stand up and exercise their vocal cords. (Taken from Komm bitte!)

LISTENING WITH A PURPOSE

. Students are shown pictures of two or three people speaking to each other. After listening to a tape of a number of different conversations, students are asked to identify which picture matches the speakers. (Students need not understand the whole dialogue, but they should be able to distinguish between voices, formality of tone, etc.)

. A number of phrases are written on a sheet and distributed to each student as "clues" in a detective case. While listening to a story or dialogue, students circle the phrases they believe to have heard. Some phrases which are not on the tape should be included on the sheet. This might serve as an introduction to a larger theme.

. The teacher records an actual unrehearsed dialogue about a particular topic and makes a transcription of a suitable part of the dialogue, whiting out certain parts. Students are instructed in fill in the blank spaces as they listen to the tape.

TRANSFERRING INFORMATION

- Students listen to weather reports, train announcements, or radio advertisements and are asked to jot down answers to particular questions. Questions can range from the general (e.g., "Where would you expect to hear this announcement?") to the specific (e.g., "How high will the temperature go today?").

- Students, acting as detectives, listen to details of a burglary. They jot down notes and then try to come up with a plan to solve the crime. The teacher may then prepare two or three more eye-witness accounts so that the crime could actually be "solved."

SPEAKING

The purpose of speaking is to communicate ideas. There are times when one speaks with only one or two people in a face-to-face dialogue, but there are also times when one addresses a larger group alone. In the classroom, students should have the opportunity for various types of speech, ranging from echo-exercises to short responses and open discussions, all as part of classroom communication. Students should participate in activities which focus directly on speaking and which require them to speak to one another in order to complete a particular task.

As speaking is a skill which develops in sophistication over time, undue emphasis should not be placed on immediate perfection. This means that, while accurate pronunciation, intonation, and grammar are desirable, students should also learn to express themselves on a wide range of topics in a wide range of situations. Students should feel free to produce spontaneous speech as well as to experiment with speech. Grammar will be learned as a by-product of such communication.

SHARING INFORMATION WITH RESTRICTED COOPERATION

- One student is given a picture showing a particular scene, room, or event. Another student receives a sheet of six pictures, all of which are similar except for small details. The student with the sheet of six pictures must ask her/his partner yes/no questions to determine which of six pictures the partner is holding. (These pictures are most easily made by taking an interesting line-drawing and whiting out/drawing in different objects.)

- Pictures of children, objects, or dogs are distributed to different students. One student receives a duplicate of one of the pictures which have been handed out. Playing the role of a person who has lost something, the student with the duplicate must describe the person or object in the picture until a classmate is convinced that his/her picture matches the description.

. One student is given six pictures sequenced in a particular order. Another student is given the same six pictures out of order. The second student must ask questions to determine the order in which the other student's cards have been arranged.

. Students are allowed twenty questions to guess, for example, a) which of twenty pictures on a card has been picked by their respective partners, b) which occupation the other student has in mind, or c) which person in the class is being described.

SHARING INFORMATION WITH UNRESTRICTED COOPERATION

. The class is formed into groups of four to five students. Each group receives a "hidden treasure" map, and each student receives one general clue. By collaborating, students must attempt to find the location of the hidden treasure, known only to the teacher.

. One student has a map depicting a safe path through the jungle. Another student has only the general map. The first student must lead the other student through the jungle by describing the safe route. The first student must keep his/her map hidden, but may see the map of the person being guided.

. One student has a diagram of a particular pattern made with coloured squares of paper. The other student has only the squares of paper. Without showing the diagram, the first student provides information enabling the other student to lay out the pattern correctly.

. Given two or three pieces of information, a small group of students attempts to solve a problem (which does not necessarily have a correct answer), e.g., how best to convince someone to go to a particular movie, what to get for someone's birthday, how to get three things done in limited time.

. The class is requested to describe picture sequences.

. Students are asked to match sentences with pictures.

. Students are instructed to choose only five of fifteen objects for a camping trip. After they have made their choices they are requested to state their reasons for selecting certain items over others.

ROLE PLAYING, SIMULATIONS, INTERVIEWS, AND DIALOGUES

. Students act out dialogues from assigned texts.

. Students write new dialogues based on the dialogues in the text.

. Two students are each assigned a character and a situation to be used in performing a short skit (e.g., Mother says her son cannot go out

until the chores are done. The son wants desperately to go to the football game).

- Two students are each given cue cards with directions on what to say to the other person in the course of a dialogue (e.g., "Tell him that you would prefer a glass of milk" or "Ask her how she is doing"). Because the exact parameters of the dialogue are not set, students can contribute according to their abilities (e.g., "Ich möchte Milch" or "Ich hätte lieber ein Glas Milch").

- A student is asked to assume the role of a fairy tale figure depicted on a card. Without disclosing his/her "identity" directly, the student is interviewed by a journalist, answering questions until the class can guess which character is being represented.

READING

Reading involves deciphering letters, words, and sentences and understanding not only their literal meaning but also their meaning in the context of the surrounding words and sentences. In everyday communication, people read everything from single word commands (Stop) to short phrases (Buy now!), to bus schedules, menus, and instructions. This means that besides reading stories, students should try to develop other reading skills such as skimming and scanning, reading for specific details, and reading to get a global impression. These abilities can be practiced in a wide range of activities such as those outlined below.

- The teacher scrambles words or sentences from a popular folk song and asks students to put them into the correct order again. This activity can also be done as a "race against the clock."

- Sentences summarizing a common fairy tale are printed out onto cardboard and cut apart, so that students can try to reassemble the whole story as a class.

- A number of four- to five-word sentences using the names of students in the class are copied onto cardboard and cut apart to separate subjects, verbs, and adjectives (for example). Then all subjects (i.e., names) are attached by a ring, as are the other components of the sentences. Students lay the ringed packages onto the floor and, by flipping the cards, form a variety of new sentences.

- Students are asked to read a paragraph-long description of a person (e.g., gangster, hero, inventor, explorer, etc.) and then transfer the information to a mock job application form. (Such an activity might be followed up by a simulated job interview.)

- The same procedure can also be reversed by giving students a completed application form and asking them to write a description or perhaps a "Wanted" poster about the applicant.

- After reading a report of a burglary, students must reply to their chief's questions. In order to be especially realistic, the teacher may want to draw a police crest on the page, ask for the student's identification number, and ask for additional comments.

- Students read a bus schedule, or theatre program, and answer questions about arrivals and departures, performances, and starting times.

- Students try to match newspaper stories with the corresponding photographs, pictures with written explanations of objects, or people with their favourite pets.

WRITING

Writing is a complicated skill involving a combination of internalized language, functions, spelling, punctuation, and meaning. In order to communicate in written form, students must be able to manipulate previously acquired components in a new form to suit their needs.

In order to develop a broad base of writing skills it is important to consider the many different reasons for writing. At times, one may copy information word for word from a phone book. At other times, one may write down information heard over a loudspeaker. In a classroom, it is likely that students will need to take part in sustained creative writing activities in which longer semi-controlled pieces will be written. Motivation will be increased if students have some input as to the content of the written work and if they can discuss and revise as they go along. Numerous activities can be initiated to practice diverse forms of writing.

- Students are asked to write new "speech bubbles" for a comic strip of four to six frames from which the original words have been deleted.

- Crossword puzzles with written clues, antonyms, scrambled words, picture clues, and themes can be used for working in pairs.

- Students fill out forms about their hobbies, their families, and their likes and dislikes. Each student then writes a brief character sketch about another person, based on the information provided in the forms. Such a collection of sketches may be combined into a book called "Our Class," available for general reading.

- Sets of duplicate pictures depicting objects, scenes, and events are distributed among class members. Students are given several minutes to write a description of their respective pictures. The aim is to describe the picture well enough to find the person with the matching card.

- After reading an action story, students are asked to summarize the plot answering who, what, when, where, why questions and then write a corresponding "newspaper article" or "news item."

- The class is asked to write letters to students in other German programs.

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